

# The Confidence Club



A Group for Victims of Bullying

By Melissa Maugans



## **Group Purpose and Guidelines**

### **Group Purpose**

Bullying has become an increased problem in today's schools. There have been many anti-bullying programs established and the awareness has become more wide-spread. The purpose of this group is to invite students that have been victims of bullying to participate in an 8 session group to explore a variety of topics that are related to being a victim of bullying.

### **Members**

The targeted members will be students at the elementary level, specifically grades 4-5 who have demonstrated a need for this group.

### **Screening process**

A survey will be distributed to the fourth and fifth grade classrooms. This survey is designed to identify students that have experienced bullying, specifically the victims. Along with this survey, teacher and staff recommendations will be evaluated and any parent recommendations that have occurred will be taken into consideration. Once the students have been identified, the group leader will then have a pre-screening session with each student to gain and give more information to the student in order for he or she to voluntarily agree to participate. Once the student has been selected, a parental consent form will then be sent home along with a letter explaining the purpose, goals, and techniques used in the group.

### **Sessions**

Each session will be about 30-40 minutes, once a week for about eight weeks. The students will consist of fourth and fifth graders. There will be between 4-5 group members. This group will be a closed group, meaning the students will remain in group for a predetermined number of sessions, no new group members will be added.

### **Objectives/Goals**

Students will...

1. Identify feelings that occur when being bullied.
2. Explore self-esteem, along with student's strengths, and weaknesses
3. Discover coping skills, strategies, and conflict resolution techniques.
4. Understand what to do when being bullied.

### **Topics:**

- Ice Breakers
- Feelings
- Self-esteem/Confidence
- Strengths and weaknesses
- Coping skills/Strategies
- Empowerment

## Bullying Survey

**Please tell us if you feel you are being bullied. Your information is confidential.**

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Boy \_\_\_\_ Girl \_\_\_\_

1. Do you feel safe at school?
2. Have you ever been bullied at school?
3. Did you tell anyone about the bullying?  
If not please explain why?
4. Is anyone mean to you in class or at school?
5. Is anyone hitting or teasing you in the restrooms?
6. Are you bullied in the halls?
7. Are you being bullied on the playground?
8. Are you being bullied at lunch?
9. The last time you were bullied did you get help?  
If not, why didn't you seek help?



## **Session One**

### **Goal: Introduction Session**

Members will get to know each other and will establish the rules for the group

### **Materials:**

Paper  
Pencils  
Chart Paper

### **Procedure:**

#### **1. Group Expectations and Rules**

Group will go over confidentiality (already touched upon in pre-screening interview)

Group leader will go over the purpose of the group, expectations, and rules (Group members will add any rules they feel is necessary for the group i.e. Members do not put down/use negative words towards each other)

Topics that will be covered in the sessions will be outlined for members

Group leader will answer any questions that members may have

#### **2. Ice Breaker**

Members are given a piece of chart paper. Members are instructed to divide the chart paper length wise in half. This ice breaker will identify similarities and differences among group members. Members will list these similarities and differences on the chart paper and group will discuss to get to know each other better

#### **3. Introduce Journal**

Group leader will introduce the idea of a journal that will be written in at the beginning of each session. Members will then be invited to share what they wrote at the start each session. Group leader will provide a writing prompt each session.

#### **4. Group Pledge**

As a group, members will create a pledge about their expectations, leader's expectations, and rules of the group. Each member will agree to it. The Pledge will then be posted and read before each session of group.

**Ticket out the Door:** Each member will tell one goal that they want to work towards during group sessions and one fear that they have in regards to this group. Members will also be encouraged to bring any questions they have to next session.



## Session Two

### Goal: Feelings Awareness

Members will identify feelings that they experience when being bullied.

### Materials:

Composition books (journals)  
I Feel \_\_\_\_ When... Worksheet  
I Can Share my Feelings Worksheet  
Chart Paper  
Feelings Candy Land Game instructions and materials  
Candy Land Game and Candy

### Procedure:

#### 1. Definition of Bullying

Leader will define what “bullied” means and open the discussion up for members to add onto the definition

#### 2. Journal Prompt and Discussion

“Describe how you feel when you are being bullied.”

Members and group leader will then discuss the journal entries

#### 3. Feelings Worksheets

Give “I Feel \_\_\_\_ When...” Worksheet and instruct members to be honest. Once completing the worksheet, students will then receive the “I Can Share my Feelings” Worksheet. Members will be instructed to draw four pictures of times when they have been bullied. Group leader will facilitate a discussion about both worksheets. Leader will then write identified feelings on chart paper.

#### 4. Feelings Candy Land

Using the instructions provided, play a game of Candy Land, promoting emotional awareness.

**Ticker out the Door:** Members will share two feelings that they identified in the session about how they feel when being bullied.

### Resources:

Lowenstein, L. (1999). *Creative interventions for troubled children & youth*. Toronto, Canada: Champion Press.

Sartori, R.S., & Herrman, R.H. (2006). *Colorful counseling*. Warminster, PA: Mar\*Co Products.



# I Feel ... When ...



I feel angry when \_\_\_\_\_.

I feel sad when \_\_\_\_\_.

I feel embarrassed when \_\_\_\_\_.

I feel happy when \_\_\_\_\_.

I feel proud when \_\_\_\_\_.

I feel frustrated when \_\_\_\_\_.

I feel afraid when \_\_\_\_\_.

I feel excited when \_\_\_\_\_.

My feelings get hurt when \_\_\_\_\_.

I feel nervous when \_\_\_\_\_.

I feel guilty when \_\_\_\_\_.

I can talk to \_\_\_\_\_ about my feelings.



**EMOTIONAL AWARENESS 4-6**

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I Can Share  
**MY FEELINGS**

A large, dotted outline of a four-leaf clover or star shape, designed for coloring or drawing. The shape is composed of four rounded rectangular sections meeting at a central point. The entire shape is defined by a series of small, evenly spaced dots. There are also several small star and swirl icons scattered around the top of the shape.

## Candy Land Instructions

To begin, place a candy at the start space on the game board. The candy is the game piece that moves along the board. Players work together to move the candy along the game board to the candy treasure at the end of the path. The youngest player draws a card and moves the candy ahead to the space indicated. For example, if the card has one color block, move the candy to the first matching space; if the card has two color blocks, move the candy to the second matching space; if the card has a picture, move the candy to the matching picture. When a player lands on a colored space, he tells about a time he felt the feeling depicted by the card (see the guide below). For example, a red space means the player talks about a time he felt angry. The rest of the players then talk about a time when they felt that feeling. Players cannot repeat the same example twice. When a player picks a card with a picture on it, he moves the candy to the corresponding picture space on the path, and all the players follow the instructions for that card (see below.) The game continues with players following the appropriate instructions at each turn. The player who reaches the end first, opens the candy treasure and selects a candy. The players to the left of that player then select a candy from the treasure.

### Feeling Cards

Yellow: Tell about a time you felt happy (glad about something good that happened)

Blue: Tell about a time you felt sad (unhappy about something upsetting that happened)

Red: Tell about a time you felt angry (mad because you don't like what happened)

Orange: Tell about a time you felt scared (afraid because something scary happened)

Green: Tell about a time you felt guilty (feeling bad about something you did wrong)

Purple: Tell about a time you felt proud (feeling good about something you did well)

### Picture Cards

Plumpy says it's time to exercise: Do 10 jumping jacks.

Mr. Mint wants to know your cool ideas for chilling out (calming down) when you are angry.

Jolly likes to laugh: Everyone stand up and make a funny face.

Gramma Nut says it's important to be nice to others. Tell about a time you did something nice for someone.

Princess Lolly likes to hop around her lollipop garden: Hop on one foot for 10 seconds.

Queen Frostine wants to know your wishes. Tell her a wish you have.

## Session Three

### **Goal: Coping Skills/Strategies**

Members will learn coping skills and strategies to use when bullying occurs.

### **Materials:**

Chart paper  
Paper  
Crayons  
Speaking Out, keeping it in Worksheet

### **Procedure:**

#### 1. Journal Prompt and Discussion

“What are some ways that you have tried to stop being bullied?”

#### 2. Group Discussion

As a group discuss situations and experiences of being bullied. From these experiences, brainstorm, discuss, and list ways that have and have not worked to help stop and prevent being bullied.

#### 3. Comic Strip Activity

Members are given paper to create a “comic strip” like picture. Members are instructed to divide the paper in half, length wise. They are then instructed to draw pictures describing a time that they were being bullied and wished they had done something differently. The first picture should be filled with what was going on before the problem. The next picture should describe the problem or situation. The last picture should describe the outcome or solution that occurred. Below this “comic strip” members are to draw a picture of what they wish or now know they should have done to solve the problem or conflict.

**Ticket out the Door:** Complete the Speaking Out, Keeping it in Worksheet and bring it to group next week

### **Resources:**

Premier, . *Making character count: student workbook*. Sunburst Visual Media.

# Courage and Speaking Up

## Speaking out, keeping it in

### Part One:

What does “speaking out” mean?

What does “keeping it in” mean?

### Part Two:

Read each problem and the different possible solutions. For each solution, decide if the character would be “speaking out” or “keeping it in.”

Marietta borrows Natalie’s library book. She accidentally spills juice on the open book.

	Speaking out	Keeping it in
She tells Natalie and offers to bring it back to the library and explain to the librarian what happened.	<input type="checkbox"/>	<input type="checkbox"/>
She closes the book and hides it deep in Natalie’s desk.	<input type="checkbox"/>	<input type="checkbox"/>
She shows Natalie what happened, and apologizes.	<input type="checkbox"/>	<input type="checkbox"/>

Joey isn’t allowed to cross Fuller Avenue on his bike. One day, his friends ride across the avenue. Joey goes with them. Later, his dad asks him where he went riding.

	Speaking out	Keeping it in
He makes up a long story about where he went—not telling his dad about crossing Fuller Avenue.	<input type="checkbox"/>	<input type="checkbox"/>
He tells his dad that he watched his friends cross Fuller Avenue, but he didn’t go with them.	<input type="checkbox"/>	<input type="checkbox"/>
He tells his dad the truth—he crossed Fuller Avenue—and apologizes for breaking his parents’ rules.	<input type="checkbox"/>	<input type="checkbox"/>

Elena wants to play at her friend’s house and eat dinner there. She tells her mom that she finished her homework, even though she didn’t. When Elena comes home, her mom wants to watch a movie with her. The movie will last until bedtime.

	Speaking out	Keeping it in
She agrees to watch the movie, and then gets up after her mother has gone to bed to complete her homework.	<input type="checkbox"/>	<input type="checkbox"/>
She tells her mom that she forgot that she had one more assignment to complete, so she can’t watch the movie.	<input type="checkbox"/>	<input type="checkbox"/>
Tells her mom the truth, and that she is sorry for lying.	<input type="checkbox"/>	<input type="checkbox"/>



## Session Four

### **Goal: Coping Skills/ Strategies Continued**

Members will continue to explore effective ways to manage being bullied.

### **Materials:**

Solutions Activity Sheet

Speaking Out, Keeping it in Worksheet

### **Procedures:**

#### 1. Speaking Out, Keeping it in Worksheet Discussion

Group leader will review worksheet with members and lead a discussion about this strategy.

#### 2. Review

Group leader will review coping skill and strategies discussed in the previous session. Members will then be prompted to share stories from the time between sessions and if these strategies worked.

#### 3. Solutions Activity Sheet

Members will complete the solutions activity sheet as directed. Members will then be able to utilize this activity in a role play.

#### 4. Role Play Solutions

Students will take turns playing the bully and the victim. By using the solutions discussed, victim will practice the strategies. After everyone has a turn and uses several strategies, leader will facilitate a discussion. Questions to think about can include:

“How does it feel to stand up to the bully?”

“What does the person in each role think and feel?”

“How can people around the situation help?”

**Ticket out the Door:** Share the strategy that each member feels they can use the next time they are in a tough situation. Members are encouraged to use at least one strategy in the following week.

### **Resources::**

Lowenstein, L. (2002). *More Creative interventions for troubled children & youth*. Toronto, Canada: Champion Press.

# ACTIVITY SHEET

## Anger Solutions Activity Sheet

Anger Solutions, cut and fold the paper following these directions:

1. Fold along the outside solid lines.

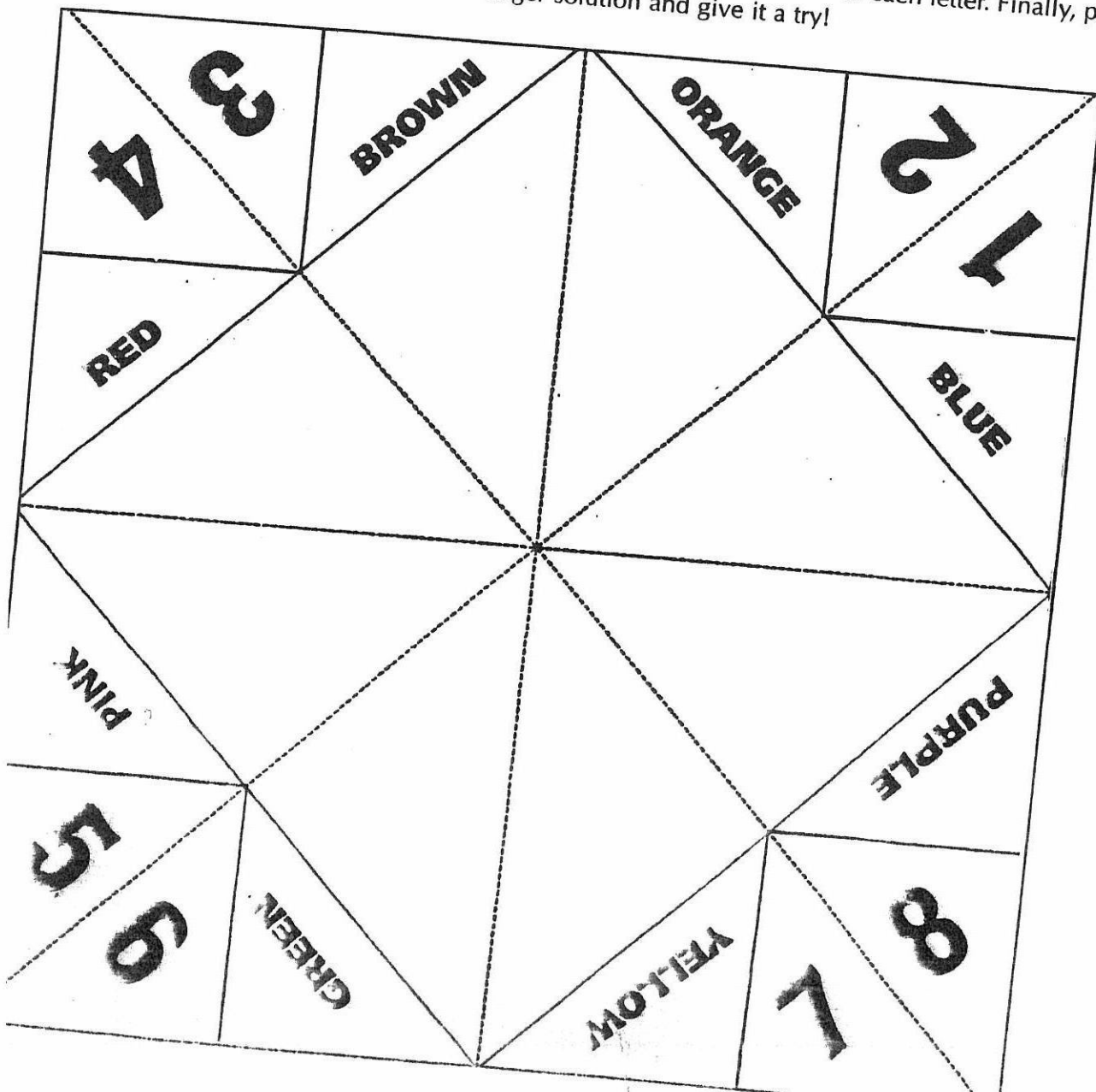
2. Place the paper face down on a table then fold each corner into the center.

3. Fold again fold each corner into the center.

4. Next, fold the paper in half with the numbers on the outside. Now open and fold in half the other way.

5. Place the thumb and pointer finger of each hand under the number flaps and close so the numbers show.

6. TO USE: Pick a number. Open and close the Anger Solutions this number of times. Next, pick a color. Spell out the color by opening and closing the Anger Solutions for each letter. Finally, pick a color and open the flap to read the anger solution and give it a try!



## Session Five

### **Goal: Confidence Building**

Members will work on establishing confidence for everyday life.

### **Materials:**

Confidence Word Search

The Truth About Confidence Worksheet

### **Procedure:**

#### 1. Journal Prompt and Discussion

“What does being a confident person mean to you?”

#### 2. Group Discussion

Group leader will facilitate a group discussion about confidence within the members. Topics/questions to present may include:

Tell me a time you felt confident.

When you are sure of yourself what does that look like?

How can we help you reach a higher confidence?

#### 3. Confidence Word Search and The Truth about Confidence Worksheet

Members can work in pairs to complete these two papers. After completion, group will discuss answers.

**Ticket out the Door:** Tell one quality that makes up a confident person. In the following week look for those qualities in yourself.

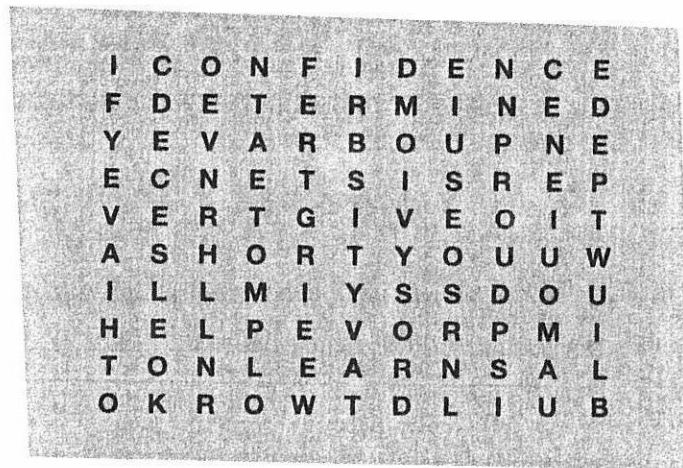
### **Resources:**

Premier, . *Making character count: student workbook*. Sunburst Visual Media.

Worksheet 6.1

# Searching for Confidence

Find the words below in the word search puzzle. When you find a word, circle it. After you have found all of the words, look at the words that you have not circled to find a secret message.



Build	Persistence	Try
Learns	Brave	Work
Improve	Determined	Proud
Help	Confidence	

\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_,

\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_!

Worksheet 4.1

## The truth about confidence

Read the statements about confidence and decide if they are true or false.

If they are false, rewrite them to make them true.

1. A confident person is good at everything. T / F
  
2. People can become good at most things if they continue to practice. T / F
  
3. Confident people try not to give up. T / F
  
4. Taking a break from something is the same as giving up. T / F
  
5. Everyone needs to try new things in order to learn. T / F
  
6. It's common to make mistakes when you are trying new things. T / F
  
7. Everyone needs to laugh at themselves once in a while. T / F
  
8. If you feel afraid to try something, you should never do it. T / F
  
9. A confident person never feels scared to try new things. T / F
  
10. Confident people are never laughed at. T / F



## Session Six

### **Goal: Continue Confidence/Strengths Building**

Members will continue to explore their confidence and identify strengths within themselves.

### **Material:**

Expressing Confidence Worksheet  
Chart Paper  
Sticky labels  
Markers

### **Procedure:**

#### 1. Journal Prompt and Discussion

“Describe a time that you achieved a goal.”

#### 2. Expressing Confidence Worksheet

Members will work together to complete the worksheet. After completion, the group leader will begin a discussion about positive self-talk. Members will then list on chart paper positive phrases that they can say to themselves when times begin to get tough.

#### 3. Labels Activity

Each member will receive labels (The number of labels received equals the number of people in the group). Each member will positively “label” all of the other members and stick their label on that member’s shirt. Members can write things such as nice, kind, friendly, good at sports, etc. By the end, each member has a number of “labels” on his or her shirt describing positive things about themselves. Members then may stick these labels on a piece of paper and read them aloud. Group discussion of the activity is to follow.

**Ticker out the Door:** Members will identify three positive labels that they received today. Members are encouraged to share those labels with adults at home.

### **Resources:**

Lowenstein, L. (2002). *More Creative interventions for troubled children & youth*. Toronto, Canada: Champion Press.

Premier, . *Making character count: student workbook*. Sunburst Visual Media.

# Honesty and Confidence

## Expressing confidence

Look at the expressions and decide if they **do** or **do not** show confidence. **Circle the expressions that do show confidence. Cross out the ones that do not show confidence.**

"I'm not very good at it yet, but I'll keep practicing."

"No way! They'll laugh at me."

"I can't do it. I don't know how."

"I've never done it before. It looks like fun."

"I'm afraid. I've never done it before."

"This is so embarrassing!"

"I'm not sure how to do it, but I'll try."

"I'm not going to try that! I'll look silly!"

"This is too hard. I give up."

"I'm kind of scared, but I'll try it anyway."

Now, create a dialogue using three "confident" expressions and three "not confident" expressions. Your dialogue must have at least two characters.





## **Session Seven**

### **Goal: Linking Confidence/Strengths with Strategies to use against bullying**

Members will identify the link between their strengths and being able to use bullying strategies effectively.

#### **Materials:**

Someone Special Poster

#### **Procedure:**

##### **1. Journal Prompt and Discussion**

“Share some positive self-talk statements and how this can help you when faced with a tough situation.”

##### **2. Someone Special Poster**

Group leader will help members understand what his or her strengths are. After a firm understanding of this concept, members will be instructed to either write words and phrases down on the poster that describe their personal strengths or draw pictures about them. A combination of writing and drawing is also welcomed.

##### **3. Group Discussion**

Group leader will facilitate a discussion about how these positive strengths identified by the group members will help them feel strong to use the strategies when being bullied.

**Ticket out the Door:** Members will name two strengths that they identified along with one strategy. Members are encouraged to use self-talk in the following week.

#### **Resources:**

Sartori, R.S., & Herrman, R.H. (2006). *Colorful counseling*. Warminster, PA: Mar\*Co Products.



# Someone Special



**SELF 1-2**

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## **Session Eight**

### **Goal: Wrap up Session**

Members will wrap up what they have learned and how they can use their new knowledge.

### **Materials:**

None

### **Procedure:**

#### **1. Journal Prompt and Discussion**

Did you accomplish your goal that you identified in the first session? Do you still have the fear that you identified in the first session?

#### **2. Wrap-up Activities**

Group will complete any activities that they may not have gotten to in other sessions.

#### **3. Wrap-up Discussion**

Group leader will begin a discussion about what members have gained from this experience. Discussion questions may include:

What strategies have you learned?

How are you going to prevent bullying?

What was helpful during our sessions? What was not?

What activity did you enjoy the most?

How are you going to use what you learned in the future?

Has your self-image changed since starting this group?

**Ticket out the Door:** Members will take all of the materials that they created and used with them.

